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ABSTRACT

A practical, low-cost plan that involves teacher workshops and noon-hour workshops for students to encourage creative activity in an elementary school program for kindergarten through grade five is described in this booklet. Included is a sample of a monthly newsletter that suggests activities for creative involvement that are seasonal, centered around monthly themes, and focused on different kinds of student-produced poetry, a description of an annual creative arts fair, examples of publicity for the fair, a student award certificate for fair participation, and student and teacher evaluation sheets. (AEA)

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Hamilton Happening

A Creative Writing Scoop

Katy Lux
Marcia Nobel

Hamilton School
Kentwood, Michigan

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HAMILTON SCHOOL
Kentwood Public Schools
3303 Breton Road, S.E.
Kentwood, Michigan 49508

HAMILTON HAPPENING

Introduction:

The HAMILTON HAPPENING is an effort to utilize and enhance the creativity of the student as well as the teacher. It stresses the communication process and emphasizes creativity through expression. Although creative writing is emphasized, it is not merely a creative writing program. Our program tries to provide each child with exposure and opportunity to participate in many realms of creative endeavors. We try to involve our entire student body, K-5.

Writing Samples and Skills Checklist:

At the beginning of the year we obtained writing samples from each child, or classroom. It is our hope to collect writing samples again at the middle of the year, and during the process of the year formulate a writing skills checklist.

Planning Committee:

Last year a committee was formed to help suggest, plan, and emphasize a different area of creativity each month. It is our goal to expose and involve our students in as many different areas of creativity as possible.

As a result of our desire to involve our students, we try to find resource people and activities that will give us the opportunity and direction to participate and not merely observe. We are able, then, to take the monthly emphasis and follow it up with numerous ways to utilize the experience in creative writing activities, or just creative activities.

The "Writing Scoop":

Each month this newsletter is compiled by two staff members, Katy Lux and Marcia Nobel. Katy serves as the Reading Consultant at Hamilton, and Marcia is a Third Grade Teacher.

The "Writing Scoop" consists of a wealth of ideas and suggestions and is meant to be utilized by staff members to whatever degree seems feasible for them.

The "Writing Scoop" offers three major areas for creative involvement. The first area centers around ideas that are particularly fitting for that month. The second area centers around the monthly emphasis and offers ways to utilize each area and fit it into further creative outlets. The third area concentrates on poetry and offers a different kind of poetry emphasis each month.

PTC Involvement:

Our Parent Teacher Club has helped tremendously in providing financial support for various resource people used to develop our monthly emphasis. They also provided enough funds to have a well known author spend a day in our building, working with students and staff members.

Our PTC has assisted in furnishings refreshments and supervising the displays on the HAMILTON HAPPENING Day.

Workshops for Teachers:

Each year we arrange for a workshop conducted by an author, either local or national. During the first year of this program we arranged for a local author, Crystal Nelson, to work with our staff. The second year we arranged for Carol Fenner, a nationally known author to involve our staff.

Our Director of Instructional Media conducts sessions on Bookbinding Techniques. District-wide workshops are also available for this purpose.

We offer displays of various materials and resources pertaining to creative writing, and keep the staff aware of various activities through our regular Staff Meetings.

Parent Volunteers:

At the beginning of the year we sent home requests for any parents willing and able to assist with their own talents or time. Our responses were minimal, but we were able to use a few parents to assist in typing the children's stories.

Noon Hour Workshops for Students:

In March and April we offer noon hour workshops for any students who need additional assistance, direction, or just more time to work. All students are encouraged to aim for an end result to their creative efforts during the year. The first year about 78 students took advantage of this time, and during the second year about 68 students participated. Some of the teachers handled special work sessions during their own classroom time or recess time.

The HAMILTON HAPPENING Day:

As a climax to the years efforts and activities, we designated a day in May as a total school involvement day to honor the efforts of all of our students and staff.

Posters were prepared by our students, advertising the event.

Flyers were sent home to explain the "Happening" and invite them to come.

Different creative events were scheduled for that morning's activities. (Twelve events the first year, and fourteen events the second year.)

Students and staff were allowed to choose and attend two different activity sessions.

Name tags were prepared for each child and staff member indicating the first and second session they would attend.

Badges and hats were prepared and worn by all staff members and assisting PTC members.

Room activity signs were posted conspicuously by each door.

Signs in the halls directed students to the various activity sessions.

Students and staff were well informed of proceedures and time schedules.

Students had the opportunity to display their creative efforts.

Students had the opportunity to share their books with each other and/or with an author.

All students displaying creative writing received a special certificate, and students involved in other areas of creativity received special awards. All participants received recognition during our Awards Assembly at the end of the year.

Follow-Up:

As a follow-up to the dynamic events of the HAMILTON HAPPENING Day, we were able to involve our students and staff further in an effort to determine the reactions and/or success of the program.

All students wrote letters to their session leaders.

All books were placed on a display cart and circulated to each room for a half day at a time.

All the students' stories were typed again to make our own bound volume of stories for our school library. During the second year, however, the response was so overwhelming that we did not have the manpower to do this again.

Staff evaluations were conducted.

Student evaluations were conducted.

Six of our students attended our District Wide Young Authors Conference.

Several stories were sent to the MRA Book of Student Authors of Michigan.

We received very favorable Press coverage.

Concluding Statements:

At the beginning of the year, our students were already asking if we would have another HAMILTON HAPPENING.

Several parents have already asked the same question.

Several teachers have already asked for opinions on their students' writing efforts.

Ideas from the "Writing Scoop" have been visibly used.

The first year we ended with 128 books made by our students. The second year we had 206 such books from our students.

We are in the process of investigating some kind of funding for our program.

Last year we arranged for a well known children's author, Carol Fenner, to spend a day working with some of our students.

As a result of last February's art emphasis, we have two terrific hall murals on our walls. They were designed and executed by the students, with the guidance of a consulting artist and willing staff members.

We are definitely looking forward to another HAMILTON HAPPENING !

WRITING SCOOP

by Katy Lux
Marcia Nobel

Hamilton School
February Issue of IDEAS FOR YOUNG CREATORS V.2 N.4

F Find and clip out major news headlines. Pass them out at random and have the class write the story behind the headlines.

E Enter the time tunnel to the past--think of some myths and how they might have developed. Try writing a myth. See attached sheet #1.

B Balloon talk. Have students write conversations in the balloons. Emphasize a purpose of learning to read, write and punctuate quotations. See attached sheets #2, 3, 4.

R Relate the beginning or ending of a story and have the students fill in the rest, i.e., across the room a noise was heard. Was it . . ., or . . ., and they never did find out what happened to the magic stone.

U United Nations Year of the Child--cut out a silhouette of each child in your class, including yourself. Make a huge mural out of all the figures and use attached sheet # 5 for additional ways to make use of your class mural. You can also scale this idea down to mini portraits and use it in the same way.

A A face in the crowd--how would you really describe yourself? See attached sheet #6 for ideas.

R Read a ghost story or poem to the class--but to create a mood, pull the shades and read by candlelight!

Y Your vocabulary counts! Use some of these vocabulary enrichment ideas and see how exciting words can be. See attached sheet #7.

FEBRUARY EMPHASIS:
ART ALL AROUND US

The possibility exists for revitalizing the halls with art work. Everyone will be involved! Your ideas will be appreciated as plans begin to develop. More details will be coming!

Winter Wonders: Make winter characters and write stories on them like attached sheets #8,9.

Let it snow, let it snow! Turn the blaahs into eating fun! Help the snow disappear by using #10.

Easy as pie ideas for winter days. See attached sheet #11.

We may still have a guest appearance by an author--keep your fingers crossed!!
WE WILL! WE WILL! ON MARCH 15!! Watch for details.

POETRY CAVE

Emphasis: Cinquain

See attached sheet # 12.

Bulletin Board: "Hearty Flowers"
Use valentine shapes to make flowers. At the center of the buds put a cinquain. Add stems and leaves and think spring!!

WRITING MYTHS

How Birds Got Colors

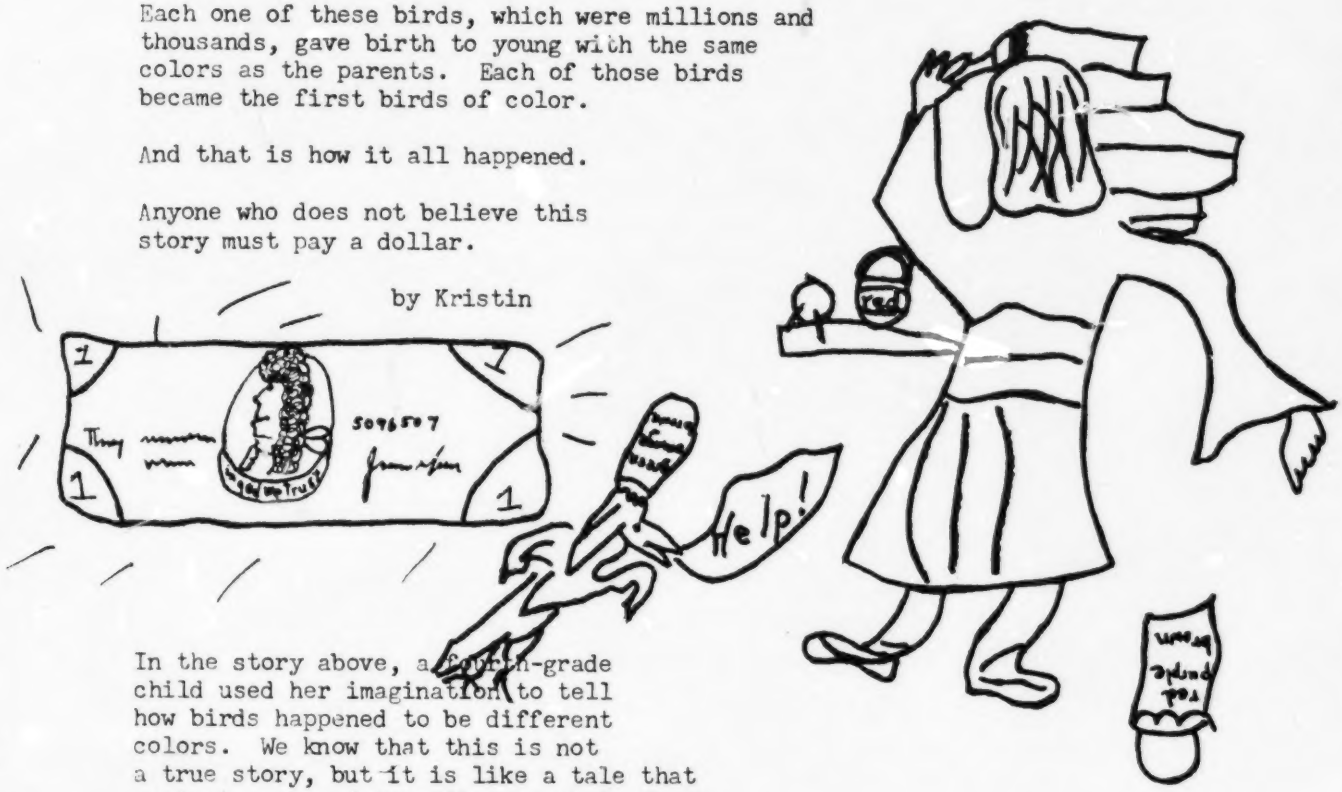
A long time ago when the world was just made, God was painting the earth with rainbow colors. Some buckets fell and landed on the birds.

Each one of these birds, which were millions and thousands, gave birth to young with the same colors as the parents. Each of those birds became the first birds of color.

And that is how it all happened.

Anyone who does not believe this story must pay a dollar.

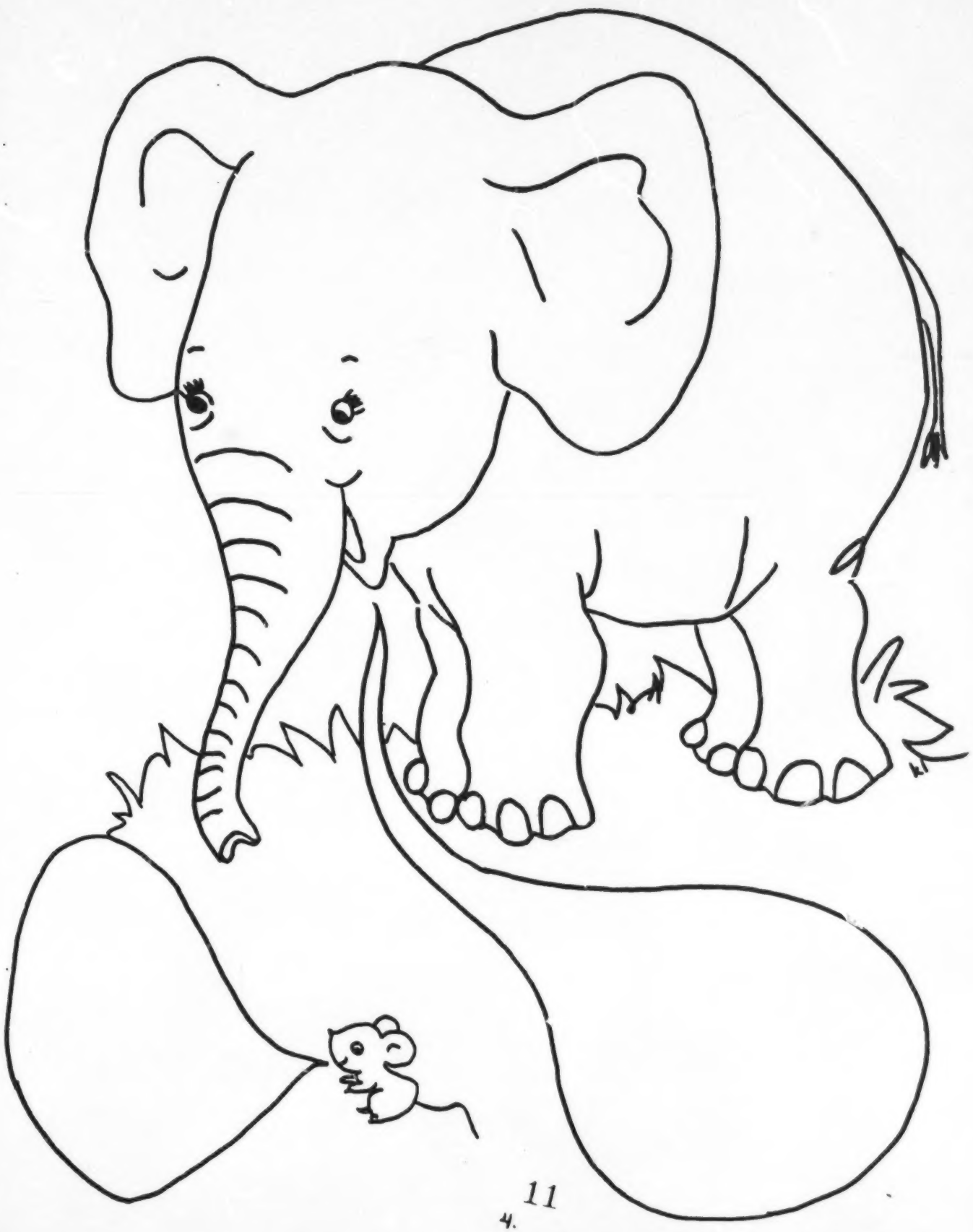
by Kristin



In the story above, a fourth-grade child used her imagination to tell how birds happened to be different colors. We know that this is not a true story, but it is like a tale that ancient man used to tell to explain events which he could not explain or fully understand. These tales are called myths. You can have the students write a myth of their own to explain a common, everyday happening.

Some topics you might consider are:

1. How the Camel Got His Hump
2. How There Came to be Night
3. How Cupid Got His Arrow
4. How Flowers Got Their Smell
5. How Birds Got Their Songs



SILHOUETTE MURAL

You can make use of this class mural in many different ways. If possible, the outlines of each student can stay up all year. This idea can help emphasize the Year of the Child!

1. Each student should identify himself on his silhouette. He could decorate his figure with the kinds of clothing and colors he wears.

2. Consider making a fake pocket (maybe with large envelopes). Students could be encouraged to write notes and letters to each other. This would also be a convenient place for the teacher to leave messages.

3. Use the mural as a show place for student work. Students should be allowed to choose which efforts they wish to have displayed. Samples of creative efforts would be great to display for conferences.

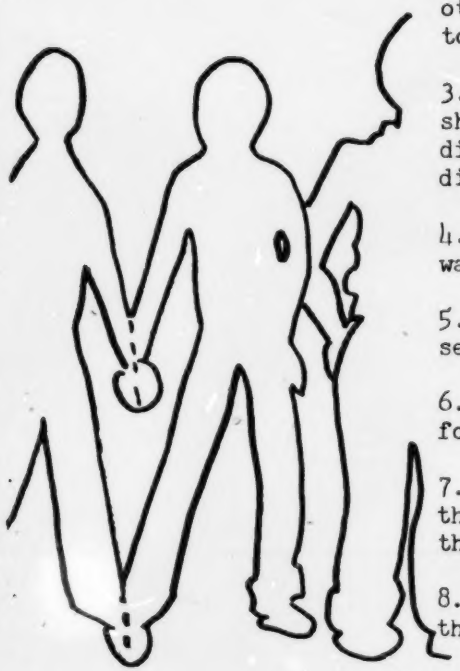
4. Students can add seasonal ideas and decorations to the big wall group picture.

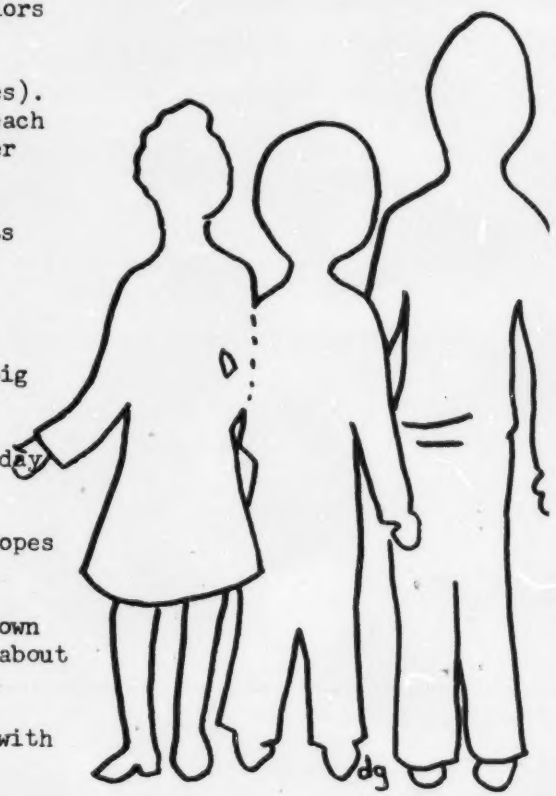
5. Christmas stories and poems can be added during the holiday season.

6. At Valentine's Day each student can use the "mail" envelopes for Valentine Messages.

7. When the school year has passed, the students can take down their outlines and see if they have grown and write stories about the adventures of one school year.

8. Teachers! Be sure your outline is up on the wall along with those of your students.





Faces in Crowds

Have the children imagine that a stranger had to pick them out of a crowd at a football game. How would he recognize them? Have them describe themselves so that they could easily be found.

When asked to describe themselves, or even someone else, children will usually tell hair color, eye color, and possibly whether they're tall or short. To encourage children to observe more closely and express what they see in more detail, play a game of "What do you see?"

Have a few children study one child for a short period of time, looking at the child's features, hair color and style, eye color, manner of dress, and any noticeable extras such as glasses, freckles, a necklace, a bracelet, or even a bruised knee. Then ask that child to step outside and let the others describe him. Write their descriptions on the chalkboard and then bring in the child so that the descriptions can be compared.

A mirror would be helpful to have the children study themselves and describe themselves to others.

Ask the children to write a description of someone else in the class, but not to name the person. Then see if others can guess who it is from the description.

Follow-Up:

Now that you have worked on basically physical descriptions of each other, have each child describe the kind of person he is and the things he likes to do. This could even be accompanied by a picture.

VOCABULARY ENRICHMENT

Sr. Juliana Heisler offers 100 vocabulary enrichment activities for children in grades two through eight in the October 1977 issue of Query. Here are some of her 100 ideas. She suggests that you write the ideas on cards, and use them orally with students.

Ask children to give as many words as they can about the weather; stormy, cloudy, etc.

Have students make four columns on a sheet of paper. Next, have them caption each column with a color of their choosing. Then, have them write as many words as they can of objects that are that color. Example: Under red, a student might write "fire engine," "apple," etc.

Think of things that are made of wood: tables, lawn furniture, houses, picnic tables, trees.

Think of things that have wheels: car, train, bus, bicycle.

Think of all the ways that a message can be sent: telephone, smoke signal, radio, etc.

Think of all the ways that you could use to go from one place to another: crawl, walk, etc.

Name things that fly: kites, insects, bats, etc.

Name as many happy words as you can: funny, smiling, chuckle, grin, etc.

List words that have to do with sound: honk, ring, bang, crash, tinkle, etc.

List all of the green vegetables that you can think of.

List things you can wear on your feet: sneakers, swim fins, socks, slippers, etc.

Name as many jobs as you can: fireman, carpenter, bus driver, etc.

Think of all the words and phrases that would answer the question "How?"

Think of words that tell how you feel. Example: angry, hurt, sick, etc.

Think of things that are round: Example: softball, pizza, ring, etc.

Think of things that are square. Example: dice, blocks, ice, etc.

Making Alphabets. Announce a category such as flowers, animals, games, boys' names. Students then make an alphabet starting with a and going as far as they can. For example, if the category is animals, they might name ape, bear, cat, deer, elephant, etc.

What things would you need to bake a cake?

What things would you need to take a trip?

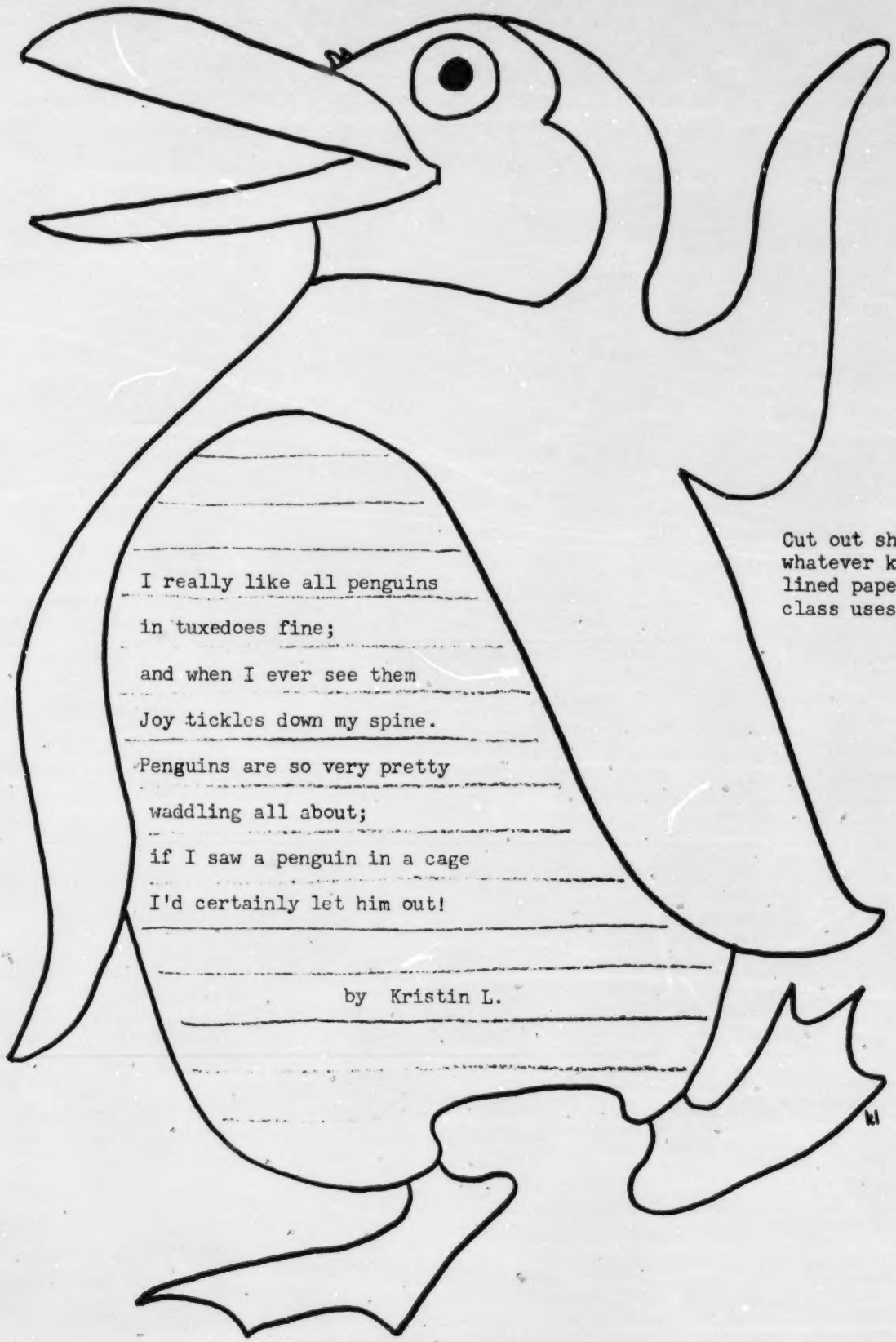
What things would you need to build a house?

What things would you need to go camping?

What things would you need to set the table?

What are all the things you can say about tiny pickles? (Bring a large jar so that each child can have one before the discussion.)

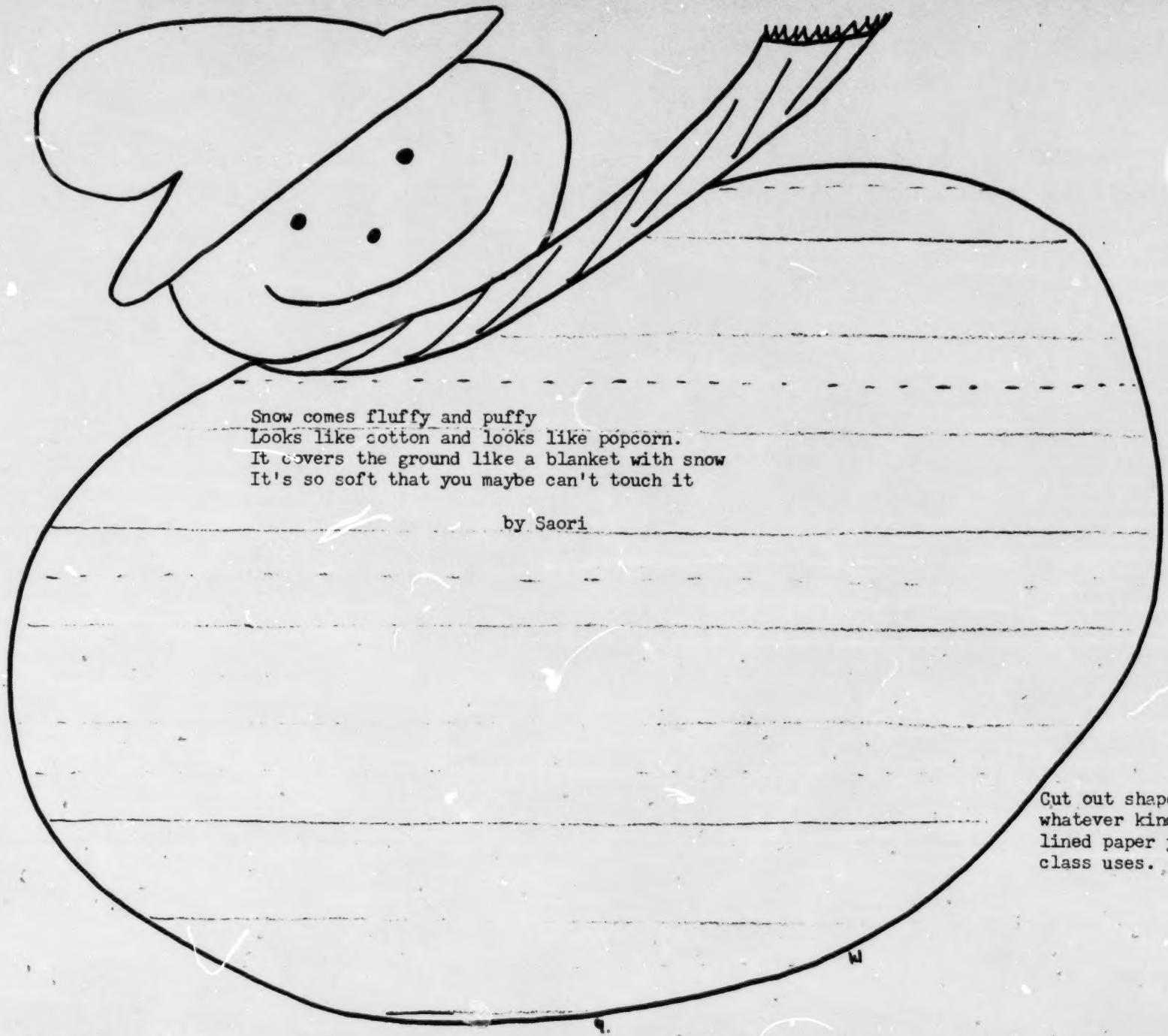
Give as many words as you can that have to do with specific subjects. Example: mathematics, spelling, etc.



I really like all penguins
in tuxedoes fine;
and when I ever see them
Joy tickles down my spine.
Penguins are so very pretty
waddling all about;
if I saw a penguin in a cage
I'd certainly let him out!

by Kristin L.

Cut out shape on whatever kind of lined paper your class uses.



Snow comes fluffy and puffy
Looks like cotton and looks like popcorn.
It covers the ground like a blanket with snow
It's so soft that you maybe can't touch it

by Saori

Cut out shape on whatever kind of lined paper your class uses.

HELP THE SNOW DISAPPEAR

TURN THE BLAAHS INTO EATING FUN . . . .

(with discretion, of course!)

SNOW ICE CREAM

2 eggs
½ teaspoon salt
Beat together until creamy.

1 cup sugar
2/3 cup milk
1 Tbl. vanilla
Add this to egg mixture and beat together.

Pour above combination mixture over 12 cups of fresh, clean snow. Fold in quickly before the snow melts.

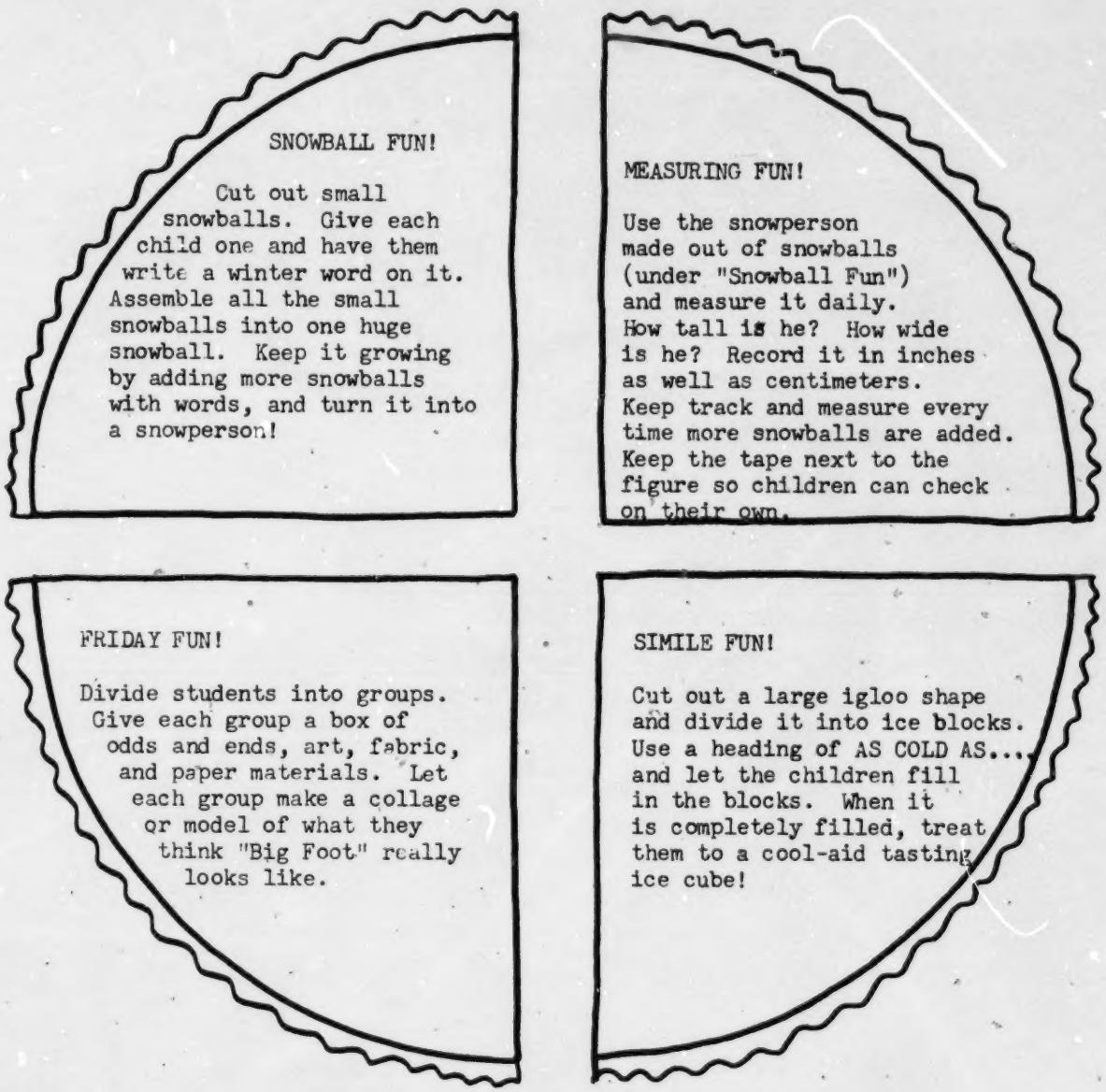
Add more snow for a thicker batter, or if the batter is too sweet.

SNOW ICE

4 cups of clean snow
½ cup of milk
2 Tbl. of sugar
¼ tsp. of vanilla

Put all ingredients in a dish.
Mix lightly.
Eat quickly!

Easy as Pie



SNOWBALL FUN!

Cut out small snowballs. Give each child one and have them write a winter word on it. Assemble all the small snowballs into one huge snowball. Keep it growing by adding more snowballs with words, and turn it into a snowperson!

MEASURING FUN!

Use the snowperson made out of snowballs (under "Snowball Fun") and measure it daily. How tall is he? How wide is he? Record it in inches as well as centimeters. Keep track and measure every time more snowballs are added. Keep the tape next to the figure so children can check on their own.

FRIDAY FUN!

Divide students into groups. Give each group a box of odds and ends, art, fabric, and paper materials. Let each group make a collage or model of what they think "Big Foot" really looks like.

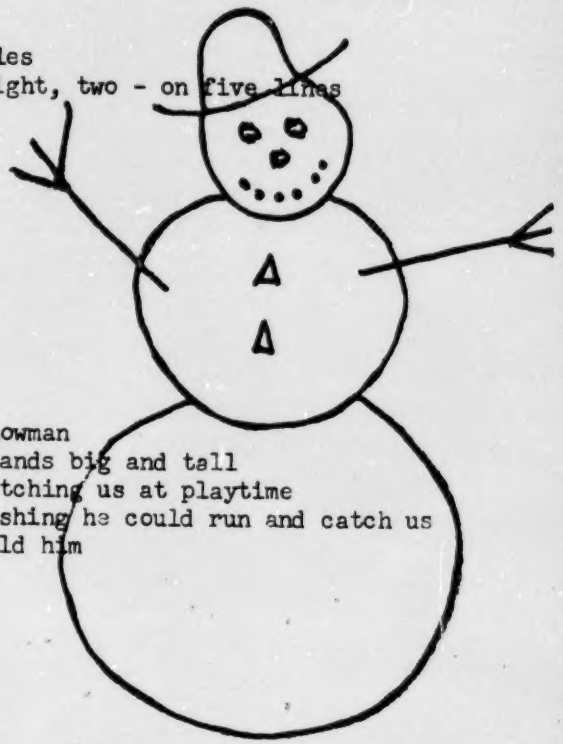
SIMILE FUN!

Cut out a large igloo shape and divide it into ice blocks. Use a heading of AS COLD AS.... and let the children fill in the blocks. When it is completely filled, treat them to a cool-aid tasting ice cube!

Hmm..m..good!

PATTERN POETRY: CINQUAIN

Cinquain
It's poetry
Written in syllables
Two, four, six, eight, two - on five lines
Write on!



Cinquain is a syllabic verse form originated in America by Adelaide Crapsey. It contains five lines, with a two-four-six-eight-two syllable count, respectively. Cinquain is a fun kind of pattern poem. It can be written about anything.

A second form of cinquain which you may also want to introduce to the class is:

Line 1--One word to give a title
Line 2--Two words to describe the title
Line 3--Three words to express action concerning the title
Line 4--Four words to express feeling about the title
Line 5--One word, which is another word for the title

Snowman
Stands big and tall
Watching us at playtime
Wishing he could run and catch us
Cold him

To give the students some practice in writing cinquain, select a familiar object. Write a cinquain with the students, using both forms. But first encourage the students to respond with words that convey sounds, tastes and feelings associated with the object.

Have a class "Poetry Read-In." If your students are used to group criticism, let them discuss each other's poems.

Father,
Nice, kind
Gay, Happy, Funny,
A whistle of laughter
Dad

by Richie

Hardy
Fat, blue
Always chirruping
Love him very much.
Parakeet.

by Tina

Pink,
Nice, friendly,
Brightens me up.
Pink is so pretty.
Color

by Tamara

HAMILTON SCHOOL
Kentwood Public Schools
3303 Breton Road, S.E.
Kentwood, Michigan 49508
Telephone 245-2203

WHAT IT IS:

It's a fine arts festival for our students.
It's a display of all the creative writings our students have been working on.
It's a time for our students to attend special activities and happenings.
It's a time for parents to see the creative efforts of our kids.

WHEN IT IS:

May 17, 1978 All Morning

WHOM IT'S FOR:

Students: All the students in our school will pick two "happenings" to attend. They will have several activities to choose from. The list of activities is super exciting and includes such things as:

- Meeting an author
- Meeting an illustrator
- Seeing a demonstration in stage make-up
- Attending a story telling session
- Participating in a kite flying activity
- Watching a puppet show

The creative writings of our students will be displayed and acknowledged.

Parents: All parents and friends are invited to view the display of students' books, poems, and stories. A general assembly will conclude the activities at 11:15 A.M. in the gym. Parents are invited to attend.

HAMILTON HAPPENING

May 17

On that day you will be allowed to attend 2 different activities.

Choose from the following list and number them in order of preference.

Pick out the 2 you like best and then at least 3 others in case we need to make some changes.

****

Name_____

Grade _____

- Author
- Illustrator
- Stage Make-up Demonstration
- Kite Flying
- Music Activity
- Magician
- Story Teller
- Puppet Show
- Creative Dramatics Story Telling
- Guitar Experience
- Sharing Your Writings
- Cartooning

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HAMILTON HAPPENING

WORKSHOP TITLES:

1978 - 12 sessions	1979 - 14 sessions
Author	Cartooning
Illustrator	Calligraphy
Stage-Make Up Demonstration	Art Experience
Story Telling	Author
Kite Flying	Mural Happening
Puppet Show	Puppet Show
Story Telling Dramatics	Book Sharing
Music Activity	Disco Dancing
Guitar Experience	Detective Work
Book Sharing	Newspaper Reporting
Magician	Folk Music
Cartoonist	Drama Experience
	Story Telling Dramatics
	Story Telling
General Assembly: Ventriloquist	General Assembly: Disco Demonstration

HAMILTON SCHOOL
Kentwood Public Schools
3303 Breton Road, S.E.
Kentwood, Michigan 49508

5/17/78

HAMILTON HAPPENING

ALL STAFF MEMO

Synopsis of Activities:

Tuesday: Before kids leave, have them help in moving all desks and chairs to one end of the room.

Wednesday: First Thing —
Distribute name tags
Give any assistance in helping kids understand what it says
First session is written in red
Second session is written in blue
Encourage them to enjoy all sessions, even if they may not be priority choices.
Please wear "Hamilton Happening" hats.

9:15 (no later) be in the gym - kids will be seated on the floor.
After initial remarks, kids will be excused by session names, with teachers leading them to the right location.

9:30 First session begins
Staff members in attendance at these sessions are asked to serve as supervisors.
Assist the presenters in any way needed.

10:10 After the session assist kids in finding their second session
Additional staff will also be in the halls for this purpose.
When arriving at your own second session, check name tags of kids there to make sure they are in the right place.
Take charge of distributing cookies and punch (they will be in the rooms or will be delivered there)

10:25 Second Session
Same prodedure as for first session.

11:05 End of second session
Direct and assist kids to find their same places in the gym
Kids will again sit on the floor
Chairs will be provided for teachers.
Extra chairs will be provided for parents and/or guests

11:20 General Assembly begins (give or take a few minutes)
After the closing of the morning activities, classes will be excused to return to their rooms.
Upper El. Teachers and students are asked to move their desks back into place.
Lower El. Teachers and students will receive help where needed.
Bonnie will assist Yvonne, Cheryl will assist Fannie, and Carol will assist Jean.
Lunch may be a few minutes later that usual to allow Jack to set up the tables (knowing Jack, that's only a maybe!).

Thanks for your support and assistance. IT SHOULD BE A GREAT DAY.

HAMILTON SCHOOL
Kentwood Public Schools

Hamilton Happening

STAFF ASSIGMENTS

Room #	Presenters	First Class	Second Class
1	Puppet Show	Marcia - Bonnie	Beverly - Carole
2	Story Dramatics	Madelyn	Fanny
3	Guitar Experience	Ruth	Phyllis-Cheryl
4	Story Teller	Marilyn - Cheryl	Jean
5	Sharing Writings	Yvonne	Ron
6	Magician	Fanny - Ron	Madelyn-Donna
7	Author	Jean	Mim
8	Cartooning	Mim - Nancy - Carole	Marcia - Bonnie
9	Illustrator	Beverly	Ruth - Nancy
10	Music Activity	Phyllis	Marilyn
11	Stage Make-Up	Donna - Jana	Yvonne
12	Kite Flying	Craig	Craig

Jana - transport Jill Ide

Jim - taking pictures

Linda Kuzmin - taking pictures

Bill - Supervising

Katy - Supervising

Jack - Supervising

HAMILTON SCHOOL
Kentwood Public Schools

Hamilton Happening

Room Assignments: Information for Staff & Presentors (Assignments made according to room location this week.)

Teacher's Room	Room #	Activity
Mrs. VanderLaan	1	Puppet Show
Mrs. Stieg	2	Story Dramatics
Mrs. Bailey	3	Guitar Experience
Mrs. Post	4	Story Telling
Mrs. Visser	5	Sharing Writings
Gym	6	Magician
Mr. Stevens	7	Author
Miss Mills	8	Cartooning
Miss Gustafson	9	Illustrator
Miss Voetberg	10	Music Activity
Mrs. Nobel	11	Stage Make-up
Mr. Wood	12	Kite Flying

HAMILTON SCHOOL
Kentwood Public Schools

Hamilton Happening

WELCOME PRESENTERS!!!!!

At 9:15 a.m., all classrooms will be available to you to set up anything you might need.

Signs and staff members will direct you to your rooms.

The schedule for this morning is as follows:

9:15 a.m.	Students and staff gather in gym Presenters set up whatever in rooms.
9:30 a.m.	First Session Begins Staff will assist wherever needed
10:10 a.m.	End of first session
15 minute break	
	Students and staff change rooms for next session Punch & Cookies will be delivered and served in the rooms during this break
10:25 a.m.	Second session begins (Hopefully) Staff will assist wherever needed
11:05 a.m.	End of second session Students and staff gather in the gym for the closing assembly. Presenters are especially invited to participate in this assembly.
11:20 a.m.	General assembly (approx. 20 minutes in length)

HAMILTON HAPPENING

A YOUNG AUTHORS FESTIVAL

Hamilton School

MAY 17, 1978

THIS IS TO CERTIFY THAT

IS AWARDED SPECIAL HONOR AND RECOGNITION

FOR CREATIVE CONTRIBUTION THROUGH AUTHORSHIP OF

Teacher

William Mauchmar

Principal

KENTWOOD PUBLIC SCHOOLS
Kentwood, Michigan 49508

"Hamilton Happening"

Student Evaluation

1. Did you write stories, poems, or other things in your classroom this year?

YES	NO
☐	☐

2. Did you come to any of the workshops with Mrs. Lux or Mrs. Nobel?

YES	NO
☐	☐

3. Did you enjoy the activities on the "Hamilton Happening" Day?

YES	NO
☐	☐

4. Would you like to do this again next year?

YES	NO
☐	☐

5. Would you like to write more things?

YES	NO
☐	☐

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Kentwood, Michigan 49508

"Hamilton Happening"

Teacher Evaluation

1. Did you find the monthly issue of the "Writing Scoop" beneficial?
2. Were you able to use any of the ideas in the "Writing Scoop"?
3. Was the initial classroom presentation on the "Hamilton Happening" helpful?
4. Were you able to have your class participate in any creative writing activities?
5. Were you able to work with individual students on any kind of creative writing activities?
6. Did you send any students to the noon hour workshops?
7. Did you fully understand the purpose of these workshops?
8. Did you understand what was being asked of you, as the teacher?
9. Was the presentation given by the author of any benefit to you?
10. Was the demonstration on bookmaking of benefit to you?
11. Were the activities for the Hamilton Happening Day of interest to you?
12. Were they of interest to your students?
13. Was the schedule workable?
14. Were the activities adequately organized?
15. Do you think we should do this again next year?
16. Would you participate if we did?
17. Do you think you are now, in any way, better prepared to lead students in creative writing?
18. Any suggestions or comments?